

April 17, 2023

Emily A.A. Dow, PhD
Assistant Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, Maryland 21201

Dear Assistant Secretary Dow:

We offer for your consideration the proposal for an Associate of Arts in American Sign Language (ASL) and Deaf Studies. The mission of Baltimore City Community College is to ensure that current and prospective students are offered programs that will challenge their academic abilities and allow for seamless transfer to four-year institutions. The proposed program has institutional support and that of community stakeholders. The proposal was approved by BCCC's Senate Executive Committee (faculty) and the College's Board of Trustees. We now seek the Commission's approval to offer this program beginning Fall 2023.

Sincerely,



Debra L. McCurdy, PhD
President



Office Use Only: PP#


Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

| | |
|---------------------------------|----------------------------------|
| Institution Submitting Proposal | Baltimore City Community College |
|---------------------------------|----------------------------------|

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

| | | | |
|--|---|-----------------------|-------------------------|
| Payment <input checked="" type="radio"/> Yes | Payment <input checked="" type="radio"/> R*STARS # JA220050 | Payment Amount: \$850 | Date Submitted: 03/2023 |
| Submitted: <input type="radio"/> No | Type: <input type="radio"/> Check # JA220050 | | |

| | |
|---|---|
| Department Proposing Program | School of Arts and Social Sciences |
| Degree Level and Degree Type | Associate of Arts |
| Title of Proposed Program | American Sign Language and Deaf Studies |
| Total Number of Credits | 60 |
| Suggested Codes | HEGIS: 4910.02 CIP: 16.1601 |
| Program Modality | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources |
| Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small> | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023 |
| Provide Link to Most Recent Academic Catalog | URL: http://bccc.catalog.acalog.com/ |
| Preferred Contact for this Proposal | Name: Karen King-Sheridan |
| | Title: Assistant VP, Academic Engagement |
| | Phone: 4104627480 |
| | Email: kkingsheridan@bccc.edu |
| President/Chief Executive | Type Name: Dr. Debra L. McCurdy |
| | Signature:  Date: 04/17/2023 |
| | Date of Approval/Endorsement by Governing Board: 05/18/2022 |

Revised 1/2021

American Sign Language (ASL) and Deaf Studies

A. Centrality to Institutional Mission and Planning Priorities:

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Baltimore City Community College (BCCC) upholds the mission of providing “*quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.*”¹ In meeting the aforementioned mission, BCCC has established academic and workforce development programs that exceed national standards for higher education.² One such program is the American Sign Language (ASL) and Deaf Studies transfer degree. From learning to communicate basic grammar, vocabulary, and syntax, to mastering fingerspelling and sentence structure, this program provides students with thorough preparation in competency and conversation-level fluency transferrable to four-year institutions, such as neighboring Towson University, for completion of the bachelor's level Deaf Studies degree. Students also explore the evolution of the history and the development of Deaf culture in the United States.

BCCC's ASL and Deaf Studies program trains students for a variety of careers and job opportunities. Graduates can choose to pursue further education, training, and credentials to become ASL interpreters, or continue using ASL in fields such as social work, deaf education, audiology, speech pathology, business administration, hospitality, and education.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

The American Sign Language (ASL) and Deaf Studies degree program supports BCCC's **Strategic Plan Goal 1: Student Success** by “*providing equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.*”³ This also strategically aligns the ASL program offering of BCCC with accreditation requirements and focuses on the needs of students at BCCC and the workforce of Baltimore City. This program in American Sign Language and Deaf Studies serves a niche and in-demand need for sign-language interpreters for the estimated 12.7% (an estimated 759,004) Marylanders who are deaf in both ears.⁴ The degree is also proposed to remain competitive with other Maryland community colleges that are offering similar programs (e.g., Anne Arundel Community College, Community College of Baltimore County, Montgomery College). In addition, taking American Sign Language courses would provide a valuable skillset for many career fields including education, healthcare, social work, and hospitality. The demand within Baltimore City, for individuals who both sign and have knowledge of Deaf Studies is reflected by the Maryland School for

¹ [BCCC - College Mission, Vision, and Core Values](#)

² [BCCC - Accreditation through MSCHE](#)

³ [BCCC - Strategic Plan Goals and Objectives...](#)

⁴ [Office of the Deaf and Hard of Hearing - Maryland.gov](#)

the Deaf having two locations in the Baltimore area, as well as Gallaudet University which serve over 1,700 individuals.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

Specific funding requirements to support ASL program expenses exist within the School of Arts and Social Sciences' operational budget. Tuition from program enrollment and BCCC's strategic financial allocations will ensure support for hiring full-time and adjunct faculty. Administrative and technical support are available to sustain the ASL and Deaf Studies program for the next five years and no additional funding for this support services is anticipated.

Necessary funding will be used primarily for recruiting and retaining faculty members to teach and administer the ASL and Deaf Studies program and a part-time interpreter. As illustrated in section L, one full-time assistant professor, who will serve as the program coordinator, with a regionally competitive salary and benefits and one to two adjunct faculty members will be needed to service the program. Similar to other community colleges in Maryland, as enrollment increases over the next three to five years, BCCC will allocate funds from tuition for the purpose of hiring additional faculty. (refer to section F.4).

4. Provide a description of the institution's commitment to:

a) Ongoing administrative, financial, and technical support of the proposed program

The American Sign Language and Deaf Studies program will be offered through the School of Arts and Social Sciences (SASS) and will make use of the adequate administrative, financial, and technical support provided by the College to the School. The program will be administered by an ASL Program Coordinator, the Associate Dean, and the Dean of the School. Administrative support will be provided by the administrative associate of the Dean of SASS. If deemed necessary, the College will hire an American Sign Language interpreter to assist any ASL faculty with such a need. The College anticipates that this program will be an ongoing addition to the BCCC academic catalogue, with enrollment being driven via target marketing of students interested in transferring to four-year bachelor programs, as well as to educators interested in transitioning to special needs instruction and businesses within Baltimore City.

The students who enroll in this program are provided with an educational plan that clearly delineates course sequencing, and the academic scheduling is built with this in mind. Faculty advising will ensure that all students enrolled in the program of study can complete their program.

The College recognizes the need for an ASL and Deaf Studies degree program, given the regional educational gap and the healthy employment prospects. The proposed program has the support of the School of Arts and Social Sciences and is also supported institution wide. Such a program will deepen our ties to some of our community partners. This

program does not require special facilities, classrooms, or technology, aside from the aforementioned part-time employment of an interpreter to assist hearing-impaired faculty. Any potential online or virtual instructional modalities will be supported by the existing BCCC Virtual Help Desk.⁵

b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

BCCC is committed to investing in the program for the first five years to allow it to grow and to allow students to enrolled and successfully complete it. BCCC intends to renew any existing and/or additional faculty contracts in American Sign Language and Deaf Studies as necessary to sustain the program beyond the first five years or the time period required for part-time students to complete an associate.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

The U.S. Census Bureau (2022) states that Baltimore City has a population of 576,498, with 62% Black or African American, 29.7% Caucasian, and 5.4% Hispanic or Latino residents. Perhaps unsurprisingly, then, BCCC is a Predominantly Black Institution (PBI), serving a student body that is over 94% minority.⁶ Further, 63.5% of the College's first-time students need mathematics remediation, and 50.8% need English remediation, indicating that a large percentage of BCCC's students are also educationally disadvantaged. Thus, in fulfilling its mission of providing greater and more equitable access to members of the community, the College is likewise providing greater educational opportunities and choices for minority and educationally disadvantaged students.

Such opportunities are delivered in the form of academic programs like the American Sign Language (ASL) and Deaf Studies degree program. The ASL and Deaf Studies degree program at BCCC helps prepare students for further study at the bachelor's level in Deaf Studies and Deaf education. This field responds to many of society's most critical challenges, such as filling an urgent need for professionally trained American Sign Language interpreters and providing adequate social and educational support in American Sign Language to members of the Deaf community. According to a Johns Hopkins study's findings, republished in the Baltimore Sun⁷, it is estimated that there are approximately 1.2 million Marylanders aged 12 years or older who are deaf or hard of hearing in at least one ear and 759,000 Marylanders aged 12 year or older who are deaf or hard of hearing in

⁵ [BCCC Technical Support and Virtual Help Desk](#)

⁶ [U.S. Census Bureau QuickFacts Baltimore City Maryland](#)

⁷ [Baltimore Sun: Over the Counter Hearing Aids Coming Soon 2022](#)

both ears. As a result, the Governor's Office of the Deaf and Hard of Hearing⁸ is committed to increasing the number of Deaf business owners, creating jobs for Deaf and hard of hearing Marylanders, providing better access to state services for Deaf and hard of hearing Marylanders, and improving ASL interpreter training, quality, and licensure. This ASL and Deaf Studies degree program directly responds to these Maryland state government needs.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The Deaf community in the Baltimore City and surrounding areas have a demonstrated need for professional services provided by individuals fluent in American Sign Language (ASL). The product of these needs result in ASL interpreter, social, or educational services. The most urgent of calls for institutions of higher education will be to develop curriculum for completion of credentials in ASL and to ensure that there is a collection of students developing these credentials for the service of the Deaf community. With the approval of this degree program, BCCC, as a predominantly Black institution, will be able to recruit, enroll, and graduate degree candidates with a propensity to develop the requisite ASL skills and cultural competencies for serving the Baltimore Deaf community and beyond.

The Registry of Interpreters for the Deaf 2020 Annual Report⁹ lists the demographics for Sign Language Interpreters. The breakdown is as follows:

TABLE 1: The Registry of Interpreters for the Deaf 2020 Annual Report.

| Race/Ethnicity | Number of Individuals | Percentage |
|------------------------|------------------------------|-------------------|
| Black/African American | 649 | 5.6% |
| Caucasian/White | 9767 | 84% |
| Other | 1188 | 10.2% |
| Total | 11,604 | 100% |

In educating students in ASL and Deaf Studies, putting them on a path to becoming Sign Language Interpreters, BCCC's proposed program will expand opportunities for minority students and help to diversify a profession that currently has little diversity.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

Not applicable.

⁸ <https://odhh.maryland.gov>

⁹ [Registry of Interpreters for the Deaf 2020 Annual Report](#)

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

In helping to meet the College's mission, the proposed ASL and Deaf Studies program also helps fulfill the goals and strategies of the Maryland State Plan for Postsecondary Education.¹⁰ BCCC is deeply committed to the Plan's Goals and Strategies.

BCCC's proposed ASL and Deaf Studies program aims at a) providing greater access to underserved populations, given the College's status as a Predominantly Black Institution; and b) fostering student success, given the excellent career outlooks for ASL interpreters, as detailed in section C, below.

The Plan's primary goals of access, success, and innovation are embedded in the College's **mission** to provide *"quality, affordable, and accessible education meeting the professional and personal goals of a diverse population..."*; in its **vision** as *"an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment"*; and in its **strategic plan goals and objectives** of *"student success, community engagement, and institutional framework."*¹¹

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

While many employers require a bachelor's degree as the minimum educational requirement for any entry-level position, training specifically for employment as an ASL interpreter often ends at certification following the attainment of an associate's degree. Indeed, relatively few colleges and universities offer bachelor's programs in ASL. Towson University and McDaniel College are the only two institutions that offer bachelor's degrees in the state of Maryland.

Consequently, a student who completes the proposed ASL and Deaf Studies program, after gaining certification, would be qualified for an entry-level position in ASL. The types of industries where interpreters are hired, median salary, and expected occupational growth are detailed in the table below.

¹⁰ [Maryland State Plan for Higher Education](#)

¹¹ [Strategic Plan Goals and Objectives 2018-2022](#)

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

TABLE 2: U.S. Bureau of Labor Statistics Employment Prospects¹²

| ASL Interpreters | |
|---|---|
| Industries | Any which serve the public. For example: <ul style="list-style-type: none"> • Public health • Hospitals and doctors' offices • Emergency services • Senior centers • Libraries and community centers • Hospitality: hotels and restaurants • Childcare centers • Education |
| 2021 Median Salary | \$49,110* |
| Expected Occupational Growth | 24% from 2020 to 2030** |
| <p>* This is the median pay for all interpreters.</p> <p>** This is much faster than the average for all other occupations.</p> | |

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The Bureau of Labor Statistics predicts an increased demand for ASL interpreters, as more organizations use video relay services. Interpreters and translator occupied nearly 69,400 jobs in 2021. At 32%, the largest employers of interpreters and translators were found among the professional, scientific, and technical service sectors. Educational services followed at 19% and hospitals were at 8%. These services ranged from conducting video conference calls using tools such as Zoom and Teams, to assisting in public service programs and facilities like schools, hospitals, and courtrooms; all of which benefit by using a sign language interpreter for effective communication. There is a growing demand in entertainment, as simultaneous ASL interpreting enables access for the Deaf community to concerts, shows, theater, television broadcasting, and more.¹³

Locally, the governments of the City of Baltimore and Baltimore County meet the educational needs for over 1700 individuals in the Deaf community. In addition, it is estimated that 1 in 5 Americans have hearing loss in at least one ear, which translates to

¹² [Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Interpreters and Translators](#)

¹³ [U.S. Bureau of Labor Statistics - Interpreters and Translators Work Environment](#)

1.2 million Deaf or hard or 20.3% of hearing Marylanders.¹⁴ This is a large population of individuals who may be assisted by those with education and training in ASL. However, in addition to communicating with deaf individuals, American Sign Language is also used to communicate with children with autism spectrum disorder and is therefore a valuable tool for K-12 educators; the second largest field for ASL employment.¹⁵ The proposed program will thus serve many needs at the local and State level in advancing equity in education and in serving and supporting the Deaf community and their families. Courses within the program are anticipated to be in high demand by those working with children in need within the community.

In addition to being an invaluable tool for educators, the third largest field for potential employment of ASL graduates is healthcare. In particular, public health, hospitals and doctors' offices, emergency services, senior centers can all benefit from knowledge of ASL. There is also a specific career: Rehabilitation or Vocational Counselors for Deaf and Hard of Hearing that is often supported through the Division of Rehabilitation Services (DORS) program in Maryland.¹⁶

4. Provide data showing the current and projected supply of prospective graduates.

The College projects that the program will continue to build interest and see more and more students participate in ASL courses to fulfill general education requirements and enroll in the degree program. BCCC staff meet regularly with representatives from the Baltimore City Public Schools, and several of the College's high school partners have expressed interest in offering American Sign Language courses to the dual enrollment population, especially since American Sign Language fulfills the foreign/modern language requirement for City Schools.

The College intends to begin an ASL club, and to form partnerships with the Maryland School of the Deaf. Eventually, we can also work to incorporate a specific interpreter preparation program/certificate as interest grows.

Based on interest from City Schools and from the community, we anticipate the following graduation projections for the major:

| TABLE 3: Projected Graduation Rates for the Proposed BCCC Program in ASL and Deaf Studies | |
|--|--------------|
| AY2023 - 2024 | |
| AY2024 – 2025 | 7 Graduates |
| AY2025 – 2026 | 9 Graduates |
| AY2026 – 2027 | 13 Graduates |
| AY2028 – 2029 | 18 Graduates |

¹⁴ [Maryland Office of Deaf and Hard of Hearing](#)

¹⁵ [U.S. Bureau of Labor Statistics - Education Training and Library / Special Education Teachers](#)

¹⁶ [U.S. Bureau of Labor Statistics - Special Education Teacher Interview - Career Outlook](#)

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

Due to efforts to improve inclusivity, availability of ASL programs continues to expand throughout Maryland and beyond. Baltimore City Community College hopes to add to the existing programs and become more accessible to residents of Baltimore City. The proposed American Sign Language (ASL) and Deaf Studies degree program at BCCC will do this, as it is designed to prepare students for bachelor degrees by way of guided pathways to transfer to four-year institutions in Deaf Studies. This degree program will optimize students' transferability, allowing them to qualify for bachelor's degree programs with diverse career outlooks in areas such as Deaf education, ASL interpreting, human services, counseling, and social work in the services of disadvantaged members of society.

Several community colleges in Maryland have programs available in American Sign Language that offer certificates and degree programs but have different learning outcomes and career outlooks. Anne Arundel Community College (AACC) in Arnold offers an Associates of Arts Degree in ASL with the most general education courses in the liberal arts, then any other community college in Maryland. Montgomery College in Rockville offers an Associate of Arts Degree program in ASL, but with a smaller amount of general education courses in the liberal arts. The Community College of Baltimore County (CCBC) in Catonsville offers a non-transfer Associate of Applied Science Degree and a Certificate, both in ASL Interpreter Preparation. Frederick Community College in Frederick offers an Associate of Arts Degree and Certificate in ASL and a separate non-transfer Associate of Applied Science Degree and a Certificate in ASL Interpreter Preparatory.

Aside from Anne Arundel Community College, BCCC would be the only other Maryland community college within a 50-mile radius of Baltimore City to offer American Sign Language (ASL) and Deaf Studies as a liberal arts transfer degree program.

| TABLE 4: Peer Institution American Sign Language (ASL) Programs | | |
|--|--|---|
| Community College | A.A. Arts & Sciences Transfer Degree in American Sign Language (ASL) Offered? | Similar Programs |
| Anne Arundel Community College | Yes | Associate of Arts in ASL |
| Community College of Baltimore County | No | Associate of Applied Science in Interpreter Preparation; Certificate in Interpreter Preparation |

| | | |
|-----------------------------|-----|---|
| Frederick Community College | Yes | Associate of Arts in ASL; Certificate in ASL; Associate of Applied Science in Interpreter Preparatory; Certificate in Interpreter Preparatory; Certificate in Interpreter Preparatory |
| Montgomery College | No | Associate of Arts in ASL |

2. Provide justification for the proposed program.

Most programs listed in the chart below are designed to either directly prepare students to sit for Interpreter testing or provide a strong foundation of American Sign Language for purposes of conversational fluency. BCCC's proposed ASL and Deaf Studies associate degree is a blended approach, providing the strong foundation of conversational fluency as well as courses designed to prepare students for Interpreter's testing.

| TABLE 5: Maryland Community Colleges with Programs Related to American Sign Language (ASL) on MHEC's Approved Program List¹⁷ | | |
|--|---|----------------------------|
| College/University | Program | Award Level |
| Anne Arundel Community College | American Sign Language | Associate Degree |
| Community College of Baltimore County | ASL and Deaf Culture | Associate Degree |
| Frederick Community College | American Sign Language | Lower Division Certificate |
| Frederick Community College | American Sign Language Interpreter Prep | Lower Division Certificate |
| Frederick Community College | American Sign Language Interpreter Prep | Associate Degree |
| Montgomery College - All Campuses | American Sign Language | Associate Degree |
| Montgomery College - All Campuses | American Sign Language | Lower Division Certificate |

As BCCC's ASL and Deaf Studies program increases in enrollment, an opportunity to offer a lower division interpreter certificate preparation program may become available. Such a program would provide those with training in ASL the certification necessary to become a licensed interpreter.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

¹⁷ [Maryland Higher Education Commission Program Review / Inventory OIR 03.17.2022](#)

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

None of the Historically Black Institutions (HBIs) in Maryland currently offer any programs in ASL or Deaf Studies. But through strategic articulation agreements, BCCC's proposed program in ASL and Deaf Studies could have positive future implications on HBIs with high-demand programs such as the Education program at Coppin State University, the Human Services and Social Work programs at Morgan State University, the Broadcast Journalism program at Bowie State University, and the Childhood Development program in Human Ecology at the University of Maryland Eastern Shore.¹⁸ When promoting the diverse needs for American Sign Language in the Black communities of Maryland, BCCC could negotiate articulations that integrate the need for these skills with the awareness and sensitivity of that HBI. Degree seeking students would have the potential to transfer general education credits from the BCCC ASL and Deaf Studies Associate of Arts Degree program, as well as use ASL as a required modern language. This would allow stronger integration of well-trained ASL professionals assisting the underserved Black communities and industries of Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

BCCC currently maintains articulation agreements with Bowie State University, Coppin State University, and Morgan State University thus these schools are common transfer destinations for the College's students interested in a four-year degree. Consequently, while the College's proposed ASL and Deaf Studies program should not have any negative impact on the uniqueness or institutional identity of any Historically Black Institution, it is possible that graduates from the proposed program will transfer into other majors at an HBI, thus providing those schools with well-prepared students with an associate degree for enrollment into their programs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

After constant engagement with the faculty, students, and surrounding community, President Debra L. McCurdy, and the Cabinet of BCCC recognized a need for an American Sign Language degree and agreed to establish the education of Deaf Culture through a lower division certificate in ASL. After further research revealed that the Registry of Interpreters for the Deaf (RID) required ASL interpreters to hold a bachelor's degree

¹⁸ [ARTSYS: The Articulation System for Maryland Colleges and Universities](#)

before licensure¹⁹, a proposed liberal arts transfer degree in ASL and Deaf Studies was recommended to serve as an affordable and accessible pathway for interested students.

To develop this degree program, the College enlisted the services of Dr. Mark Conard, Dr. Anthony McEachern, Dr. Julianna Hawk, and Dr. Denise Portis to serve as the curriculum development team for the ASL and Deaf Studies Degree Program and proposal.

Upon the Commission's approval, the College will recruit a full-time Assistant Professor to teach and coordinate the courses in the American Sign Language program. Along with this full-time Assistant Professor, the College will support the hiring of adjunct faculty as enrollments increase.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The American Sign Language and Deaf Studies transfer degree will provide students with thorough preparation in cultural competency and conversation-level fluency to complete bachelor's level training and/or become certified for a variety of careers. Graduates can choose to pursue further training to become ASL interpreters or go on to use ASL in fields such as social work, deaf education, audiology, speech pathology, business administration, hospitality, education, and more.

In the seven-course ASL series, students will continue to build on skills learned in the previous course. Each course will help to develop confidence and knowledge in ASL. ASL 150 is specifically about deaf culture and history; however, each course naturally integrates topics about cultural understanding for the deaf community. Students often begin in a 'Signed English' style rather than the ASL style of communication, and they will learn the differences between the two. By the end of the seven-course series, students should be familiar with the grammatical differences between the two styles of sign language and be able to switch between the two.

Program Objectives

Upon completion of the program, a student will:

1. Demonstrate competency in ASL both expressively and receptively at conversational level fluency.
2. Demonstrate knowledge of Deaf history and culture.
3. Use appropriate linguistic structures and cultural norms in communication.
4. Demonstrate an introductory-level comprehension of ASL interpretation skills.

3. Explain how the institution will:

¹⁹ [The Registry of Interpreters for the Deaf - Certification Overview](#)

a) Provide for assessment of student achievement of learning outcomes in the program

By way of a college-wide culture of assessment, Baltimore City Community College (BCCC) provides a quality education for all our students. Assessment is by nature a goal-driven, evidence-based, and improvement-oriented process that involves all stakeholders working collaboratively. This ongoing process promotes excellence in teaching and learning by assessing all elements of the educational process. Our culture of assessment provides institutional resources, training, and support. Continual assessment is an integral component of BCCC's commitment to excellence as an institution of higher education.²⁰

In perpetual collaboration, BCCC's Office of Assessment, Office of Institutional Research (OIR), Program Review and Evaluation Committee (PREC), Program Coordinators, and the Associate Dean work together to govern the assessment of student learning outcomes.

The Office of Student Learning Outcomes Assessment (Assessment Office) oversees the academic assessment to improve teaching and student learning. In addition, this office is responsible for managing the data collection, developing, and monitoring the electronic data system, and providing technical support across the Academic Affairs division.²¹

The Office of Institutional Research (OIR) provides faculty, staff, and other key stakeholders with current, accurate, and relevant data to inform planning and decision-making processes. OIR is responsible for the preparation of ongoing reporting requirements for external agencies including the Maryland Higher Education Commission, Maryland State Department of Education, Maryland Association of Community Colleges, Middle States Commission on Higher Education Commission, and National Center for Education Statistics.²²

PREC is designed to work in collaboration with the Office of the Vice President of Academic Affairs and the various academic departments to systematically assess the quality and viability of academic programs. The committee follows a set of procedures²³ developed by the faculty and administration to ensure programs meet standards for relevance, viability, cost effectiveness, and adherence to Code of Maryland (COMAR) and Middle States Commission on Higher Education (MSCHE) requirements, program specific secondary accrediting institutions and support the College and program goals in terms of retention, graduation, student learning outcomes, etc.²⁴ PREC uses the Office of Assessment and the Faculty Senate Office as the repository for all final documents.

Each semester, in collaboration with the Director of Assessment, the academic units of BCCC document student achievement in every course and program area. As with all other

²⁰ [BCCC Assessment Guide](#)

²¹ [BCCC - The Office of Student Learning Outcomes Assessment](#)

²² [BCCC - The Office of Institutional Research \(OIR\)](#)

²³ [Program Curriculum Mapping](#)

²⁴ BCCC Faculty Handbook, 2019

courses, the School of Arts and Social Sciences designed learning outcome assessment instruments in receptive and expressive skills for the following American Sign Language courses:

- ASL 101 – American Sign Language 1
- ASL 102 – American Sign Language 2
- ASL 201 – American Sign Language 3
- ASL 204 – American Sign Language 4

These courses will be supplemented with instruments measuring student achievement of learning outcomes in the following cultural competences:

- ASL 150 – Introduction to American Deaf Culture and History

and interpretation technical competence:

- ASL 250 – Linguistics of American Sign Language
- ASL 251 – Introduction to Interpreting

These instruments will be administered to students officially registered in the ASL and Deaf Studies degree program beginning in Fall Term 2023 and will be administered to all students enrolled in these courses the following academic year.

b) Document student achievement of learning outcomes in the program

Every instructor at the College performs outcomes assessment for each class he or she teaches each semester. That data is collected and analyzed by the College's Director of Assessment, and that information is then available to the instructor, the program coordinator, the Associate Dean, the Dean, and any other interested party at the institution for the purpose of analyzing student performance. The Assessment Office currently uses *Nuventive TracDat planning and outcomes assessment software* to manage academic outcomes.²⁵

Every program at BCCC goes through a program review every five years. This is a rigorous process overseen by BCCC's Program Review and Evaluation Committee (PREC). During this review, each program does a top-to-bottom analysis and evaluation of its performance with an eye towards continual self-improvement. The Program Coordinator and faculty are provided with a rating and a set of recommendations by their specified representative from PREC.

²⁵ [BCCC - Assessment Resources - Maintaining to Institutional Vitality](#)

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

Courses within the ASL and Deaf Studies Discipline

ASL 101 - American Sign Language 1

45 lecture hours

Prerequisites: RENG 92

This course is designed to provide an overview of American Sign Language. Course activities will include learning basic grammar, vocabulary, and syntax. Students will focus on mastering the basics of fingerspelling, numbers, colors, facial grammar, and sentence structure. Conversational and cultural behaviors will be introduced to aid students to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. In addition, the course will also provide background information about deaf culture to provide students with a beginning understanding of deaf language and culture.

3 credits

(X)ASL 102 American Sign Language 2 This course is designed to be a continuation of the American Sign Language I—with focus on continuing to build basic grammar, vocabulary, structure, and syntax. Students will continue to build upon the base of knowledge acquired in ASL I to communicate at the advanced beginning level. Students will increase vocabulary size to approximately 1,000 signs. **3 Credits**

Pre-requisite: ASL I with a grade of C or better or by consent of the department

(X)ASL 150 Introduction to American Deaf Culture and History This course will examine the development of d/Deaf culture in the United States. Topics covered include educational, legal, political, and cultural influences affecting the Deaf community. Cultural perspectives on issues facing the d/Deaf and hard of hearing persons who use American Sign Language will be explored, including preservation of American Sign Language, technology, and services, as well as cochlear implantation. Subcultures of the American Deaf population will also be reviewed. **3 Credits**

(X)ASL 201 American Sign Language 3 This course is designed to be a continuation of the American Sign Language 2 course—with focus on adding more complex grammatical features. Overarching themes of the course will include storytelling including sequencing, temporal aspects, environmental factors, and conditionals. Students will also expand on their knowledge of Deaf culture to assist in building skills in conversations. Students will continue to build upon the base of knowledge acquired in ASL 1 and ASL 2 to be able to hold a conversation at the intermediate level. **3 Credits**

(X)ASL 204 American Sign Language 4 This course is designed to be a continuation of the American Sign Language 3 course—with focus on adding more complex grammatical features and vocabulary. Students will gain advanced ASL vocabulary and conversational skills. Class will be conducted in ASL only. Students will continue to build upon the base of knowledge acquired in ASL 1, 2, & 3 to be able to hold a conversation at the advanced intermediate level. **3 Credits**

(X)ASL 250 Linguistics of American Sign Language This course helps students to delineate the differences between ASL and spoken English. An introduction to comprehension, expression, and understanding of ASL classifiers and their linguistics symbols and signing space are covered. This course is an introductory study of the phonological, morphological, syntactic, and semantic features of ASL, along with an introduction to semantics, glossing, and sociolinguistics. **3 Credits**

(X)ASL 251 Introduction to Interpreting This course serves as an introduction to the profession of interpreting for Deaf and hard of hearing communities. Students must have completed all other ASL courses offered at BCCC as this class is considered the capstone to the program, pulling on all the foundational knowledge covered. Topics covered include line-by-line translation, textual glossing, interpretation of narratives, and general interpretation. The course includes a consideration of ethics and other issues that may arise in the practice of interpretation. **3 Credits**

All remaining courses listed in the program are currently offered at the college.

BIO 102: Principles of Biology—45 hours lecture—45 hours laboratory work

Prerequisites: MAT 86 and RENG 92 or satisfactory ACCUPLACER score

Corequisites: BIO 102L

Lab fee

This is a competency-based one semester lecture/laboratory course covering the major principles of biology. Topics include biochemistry, cell biology, respiration, photosynthesis, genetics, evolution, ecology, reproduction, and energetics. Recommended for science and non-science majors who plan to transfer to four-year institutions and universities. **4**

Credits

BPS-ELECTIVE - Biological and Physical Sciences Elective – 45 lecture hours

Prerequisites: MAT 86 or MAT 92 and RENG 92 or appropriate course waivers or Accuplacer score.

Students can choose any 100 level three credit Biological and Physical Sciences Elective to fulfill this requirement. **3 Credits**

CLT 100: COMPUTER LITERACY —30 lecture hours

Prerequisites: None

(Passing this course with a “C” or better fulfills the College’s Computer Literacy Requirement.)

This hands-on course is recommended for students who need assistance in meeting the College’s Computer Literacy Graduation Requirement. Students develop basic computer skills in Windows-based operating systems, word processing, spreadsheet, database management, and presentation graphics. **2 Credits**

ENG 101: ENGLISH WRITING—45 lecture hours

Meets Category V General Education Requirements; D and F Grades are not awarded. A minimum of a C grade is required to pass the class.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores. This course offers classroom instruction and practice in the skills necessary to write effective informative and persuasive essays, to understand the primary principles of

scholarly inquiry and research, and to use the conventions of documentation. Students learn to use the conventions of standard written American English to establish a clear purpose in their writing, to develop their purpose with adequate and pertinent evidence, and to adapt their presentations to a range of audiences. The preparation of regularly scheduled essays is required, as is revision and editing of instructor-evaluated work. **3 Credits**

ENG 102: INTRODUCTION TO THE TERM PAPER AND RESEARCH METHODS—45 lecture hours

Prerequisites: ENG 101

Skills are developed in basic research and analysis focusing on topic selection, note taking, planning, composing, and documentation. Students prepare research assignments, including abstracts, bibliographies, and research essays. Certain sections of the course may be designated specifically for students in the Arts and Sciences Transfer Program, Business programs, Allied Health programs, or Legal Assistant programs, providing specialized treatment of students' varying research needs. **3 Credits**

ENG 200: INTRODUCTION TO LITERATURE—45 lecture hours

Meets Category I General Education Requirements

Prerequisites: ENG 101

The four literary forms—poetry, drama, the short story, and the novel—are studied. Major emphasis is on teaching students to read critically and to write critical essays based on the analysis of various literary works. **3 Credits**

HLF Elective: Health and Life Fitness—30 lecture hours

Prerequisites: None

Students can choose any two credit or two one credit HLF electives to fulfill this requirement. **2 Credits**

MAT 107: MODERN ELEMENTARY STATISTICS—45 lecture hours Meets Category IV General Education Requirements.

Prerequisites: MAT 82 or MAT 92; RENG 92 or appropriate course waivers or ACCUPLACER scores

Topics useful to students in business and social sciences are covered with an emphasis on applications rather than theory. Topics include sets, the Cartesian coordinate system, functions and graphs, exponents and logarithmic functions, systems of linear equations and matrices, linear inequalities, and linear programming, including the simplex method, probability, including conditional probability and Bayes' formula, and probability distribution. **3 Credits**

(X) MAT 112: MATHEMATICS FOR LIBERAL ARTS—45 lecture hours

Prerequisite: MAT 86, or MAT 86M or MAT 91 or a score > 62 on Elementary Algebra on the mathematical portion of the Accuplacer placement test and RENG 92. **3 Credits**

Explores the aesthetics and utility of mathematics through the study of basic mathematics concepts and ideas. Major components include: principles of probability and statistics, growth models, finance, sets, and basic logical thinking.

PRE 100 – Preparation for Academic Achievement—15 lecture hours**Prerequisites:** None

All new, degree- or certificate-seeking students and students entering with fewer than 15 credits are required to complete the College's Orientation course. The purpose of this course is to provide information necessary for academic success in college and to give students knowledge of what to expect in their classes. Students learn strategies that empower them to achieve success. **1 Credits**

SOC 101: INTRODUCTION TO SOCIOLOGY—45 lecture hours

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Meets Category II General Education Requirements

The study of society is introduced with emphasis on sociological concepts, methods, and theories about social structures and processes. Included in this overview of sociology is analysis of social organization, culture, socialization, social inequality, and social change. (Students completing SOC 101 should not take the four-credit introductory course, SOC 120). **3 Credits**

PSY 101: INTRODUCTORY PSYCHOLOGY—45 lecture hours

Meets Category II General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are introduced to the scientific study of behavior and a survey of the physiological, emotional, intellectual, and social forces that influence the development of human behavior. **3 Credits**

SOC 150: CULTURAL DIVERSITY IN THE WORKPLACE—45 lecture hours

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
How cultural diversity presents major challenges and opportunities in the workplace is examined. The course focuses on interpersonal and organizational relations that maximize resources and empower employees from a wide variety of cultural backgrounds. Students examine communications, education, teamwork, and management in the context of an increasingly diverse workforce and client base. **3 Credits**

SP 101: FUNDAMENTALS OF SPEECH COMMUNICATION—45 lecture hours

Meets Category I General Education Requirements.

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Human communication in both a theoretical and an experiential framework is investigated. Areas of study include communication theory, interviewing, and informative and persuasive speaking.
Students prepare, and present informative and persuasive speeches based on classic models. Theory, preparation, appropriate form, and delivery are studied and evaluated. Each student is responsible for at least one formal interview and three speeches. Several impromptu speeches may be included. **3 Credits**

PHI 104: LOGIC AND CRITICAL THINKING—45 lecture hours

Meets Category I General Education Requirements

Prerequisites: ENG 82 or RENG 92 or appropriate course waivers or ACCUPLACER scores
Students are introduced to the principles of reasoning and reflective thinking. Argumentation, analysis, inductive and deductive reasoning, fallacies, and logical

techniques are explored. The course also examines classical reasoning as well as how critical reasoning may be applied to gender, race, ethnicity, and class. **3 Credits**

TABLE 6: ASL Curriculum Map

| 1st Semester | | |
|--------------------------------|----------------|---|
| Course ID | Credits | Course Title |
| PRE 100 | 1 | Preparation for Academic Achievement |
| ENG 101 | 3 | English Writing |
| CLT 100 | 2 | Computer Literacy |
| ASL 101 | 3 | American Sign Language I |
| MAT 107 or MAT 112 | 3 | Modern Elementary Statistics; or Mathematics for Liberal Arts |
| SP 101 | 3 | Fundamentals of Speech Communication |
| | | |
| | 15 | Semester Credits |
| 2nd Semester | | |
| ENG 102 | 3 | Introduction to the Term Paper and Research Methods |
| ASL 102 | 3 | American Sign Language II |
| ASL 150 | 3 | Introduction to American Deaf Culture & History |
| HLF Elective | 2 | Health and Life Fitness |
| PSY 101 | 3 | Introductory Psychology |
| | | |
| | 14 | Semester Credits |
| 3rd Semester | | |
| ENG 200 | 3 | Introduction to Literature |
| ASL 201 | 3 | American Sign Language III |
| BIO 102 | 4 | Principles of Biology |
| SOC 101 | 3 | Introduction to Sociology |
| SOC 150 | 3 | Cultural Diversity in the Workplace |
| | | |
| | 16 | Semester Credits |
| 4th Semester | | |
| BPS Elective | 3 | Biological and Physical Science Elective |
| PHI 104 | 3 | Logic and Critical Thinking |
| ASL 202 | 3 | American Sign Language IV |
| ASL 250 | 3 | Linguistics of American Sign Language |
| ASL 251 | 3 | Introduction to Interpreting |
| | | |
| | 15 | Semester Credits |
| | | |
| | 60 | Total Degree Credits |

5. Discuss how general education requirements will be met, if applicable.

Curriculum Plan

TABLE 7: General Education Requirements

Below is a table detailing how the curriculum in the proposed program fulfills the general education requirements set by COMAR and by the College.

| Course Code and Title | Gen. Ed. Category | Credits |
|---|---------------------------------------|----------------|
| COMAR Requirements | | |
| ENG 200 Introduction to Literature | Arts and Humanities | 3 |
| SPE 101 Fundamentals of Speech Communication | Arts and Humanities | 3 |
| SOC 101 Introduction to Sociology | Social and Behavioral Sciences | 3 |
| PSY 101 Introduction to Psychology | Social and Behavioral Sciences | 3 |
| BIO 102 Principles of Biology (with lab) | Biological and Physical Sciences | 4 |
| BPS Elective (no lab) | Biological and Physical Sciences | 3 |
| MAT 107 Modern Elementary Statistics or MAT 112 Mathematics for Liberal Arts | Mathematics | 3 |
| ENG 101 English Composition | English Composition | 3 |
| Institutional Requirements | | |
| SOC 150 Cultural Diversity in the Workplace | Interdisciplinary and Emerging Issues | 3 |
| CLT 100 Computer Literacy | Computer Literacy | 2 |
| Total Credits | | 30 |

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

BCCC upholds its responsibility to provide students with accurate and useful information so that they can make intelligent and informed decisions regarding their academic

careers. The College goes through a periodic and thorough review of its catalogue²⁶ and educational plans²⁷ to ensure that all information concerning every aspect of a student's experience and success at BCCC is up-to-date, clear, and helpful.

Additionally, as a part of our commitment to student success²⁸, the College's trained and knowledgeable academic advisors and financial aid representatives²⁹ are readily available to students to inform and assist them with program requirements, course offerings, course prerequisites, costs, payment policies, etc. BCCC provides every student with access to financial aid information and resources, costs of tuition and fees, payment policies and student account services.³⁰ BCCC's IT Helpdesk³¹ provides students with information about, and assistance with, any issues related to technology. The Dean's Office of the School of Arts and Social Sciences, through consultation with subject matter experts on faculty, regularly reviews, revises, and updates degree and certificate program content, as necessary, for publication, advertising, and recruitment. This information is distributed to all students (current and prospective), in print and through the Baltimore City Community College's website.³²

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

BCCC ensures accuracy of program representation in advertising, recruiting, and admissions materials by adhering to a systematic process of collaborative content editing and review among all vested parties: faculty, deans and associate deans, vice president of academic affairs or their delegate, and the Marketing Department of the Office of Advancement and Strategic Partnerships. Upon proper review, all degree program, certificate, and career pathway curricula and requirements are published in Acalog™, which is the official College catalog³³, and reproduced in digital and print formats as program Education Plans to be used by the Marketing Department, the Admissions Office, the administration, and the faculty for purposes of advertising, recruitment, and advising. BCCC's Admissions Office and Marketing Department regularly update their recruiting and promotions materials, so that prospective students are presented with comprehensive and accurate information regarding the educational programs at the institution.³⁴

H. Adequacy of Articulation

²⁶ [BCCC Academic Calendar / Catalog / Schedules](#)

²⁷ [BCCC Degrees, Certificates & Career Pathways](#)

²⁸ [BCCC Student Success](#)

²⁹ [BCCC Program Advising](#)

³⁰ [BCCC - Paying for College](#)

³¹ [BCCC's Virtual IT Help Desk](#)

³² [Baltimore City Community College website](#)

³³ [Acalog - Academic Catalog for BCCC](#)

³⁴ [BCCC - Future Students](#)

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The four-year institutional partners, with which BCCC has existing articulation agreements, such as Coppin State University, Bowie State University, Morgan State University, and the University of Baltimore, do not have undergraduate degree programs in American Sign Language and/or Deaf Studies. Though, conforming to the standards in the Code of Maryland Regulations (COMAR: 13B.06 General Education and Transfer³⁵), BCCC's ASL and Deaf Studies coursework will still transfer seamlessly to Maryland four-year public institutions of higher education.

There are two local four-year institutions that offer bachelor's programs in relevant areas. These institutions are McDaniel College, which offers the Bachelor of Arts in American Sign Language Studies and Master of Science in Deaf Education, and Towson University, which offers the Bachelor in Deaf Studies. The School of Arts and Social Sciences (SASS), in collaboration with BCCC's Associate Vice President for Academic Engagement and Partnerships, has recently begun discussions with Towson University, to seek the establishment of an articulation agreement in ASL and Deaf Studies.

SASS also plans to engage with additional prospective public and private partners of higher education to discuss Memoranda of Understanding for the purpose of articulation agreement. One such institution is Gallaudet University, which is a school for the deaf located approximately 40 miles south of Baltimore, Maryland in neighboring Washington, DC.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

The majority of the ASL courses will be taught by a full-time assistant professor.

TABLE 8: American Sign Language Instructors

| Name | Degree, Field | Rank | Courses Taught |
|------|---|------------------------------------|---|
| TBD | Masters in American Sign Language/Deaf Education | FT Faculty and Program Coordinator | ASL 101, ASL 102, ASL 150, ASL 201, ASL 204, ASL 250, ASL 251 |
| TBD | Masters in American Sign Language/Interpreter Education | PT Faculty | ASL 101, ASL 251 |

³⁵ [Code of Maryland Regulations - 13B.06.01.03 General Education Requirements for Public Institutions](#)

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

BCCC is committed to the ongoing professional development of faculty that follows best practices in pedagogy, to serve students in accordance with the “Students First”³⁶ perspective. Faculty are encouraged to perform 19.2-24 hours of professional development a year. This includes professional development training in distance learning and online education pedagogy. BCCC instructors must be officially certified in online instruction before they are permitted to teach one of the College’s online courses. (See section b), below.) Using Canvas as its learning management system, the College’s E-Learning team provides ongoing assistance and instruction in its use and functioning for all faculty. Aligning with the College’s strategic priorities of student success, community engagement, and institutional framework in support of existing and emerging initiatives, opportunities for professional development for ASL faculty will be accessed through a variety of internal and external options such as workshops, seminars, and presentations. These opportunities will also be offered through several partnering professional associations located in the surrounding Baltimore community: Baltimore City Association of the Deaf, Kennedy Krieger Institute, Maryland Association of the Deaf, and Telecommunications for the Deaf and Hard of Hearing.

In addition to these opportunities are the professional development activities of the President’s Forum, offered at the beginning of both the fall and spring semesters. These professional development activities are designed to enhance faculty and staff knowledge, skills, and abilities regarding teaching strategies and student services to bolster student success.

b) The learning management system

Every member of the BCCC faculty (full- and part-time) must complete an online training course prior to teaching an online or virtual course. BCCC’s training course is called *Kaleidoscope: Online Learning & Teaching (KOLT)*. This is a 20-hour self-paced training course that is reviewed and scored by the E-Learning team. This training guides faculty through technical approaches and best practices for developing and teaching courses online. Faculty can also meet the training requirement by having recently completed similar training at another Maryland institution, or completed training from Quality Matters, ACUE, or USDLA. All external training must be reviewed by E-Learning before being accepted as equivalent to KOLT. Individual support is also provided by E-Learning to faculty using Canvas to instruct strictly through a face-to-face modality.

³⁶ [BCCC - Learning Commons Renovation and Addition \(p. 11, 2nd bullet\)](#)

BCCC instructors must be officially certified in online instruction before they are allowed to teach online courses for the College. BCCC uses Canvas as its learning management system. Canvas is designed to facilitate and support teaching and learning online. Through Canvas, students can access instructional and study materials, communicate with instructors, and submit assignments.³⁷ The College's E-Learning team provides ongoing assistance and instruction in the use of Canvas to full- and part-time faculty.

c) Evidenced-based best practices for distance education, if distance education is offered.

If distance education is offered through the curriculum of the American Sign Language and Deaf Studies degree program at BCCC, at least two courses would potentially be offered through an online modality: *ASL 150 Introduction to American Deaf Culture and History* and *ASL 251 Introduction to Interpreting*. The Program Coordinator will work with the Dean, the Associate Dean, and the Curriculum and Instruction Committee (CIC) to develop courses that follow the guidelines for course design best practices set forth by the institution.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

Bard Library resources are adequate to support the proposed program and has books on American Sign Language in its collection. The reference collection also has ASL dictionaries, including an ASL legal dictionary. The stacks collection has several dictionaries and one book on the history of deaf communities. There are plans to add to the collection once the program is approved. In addition, Bard Library has a current DVD on learning ASL. The library's film streaming vendor, Films on Demand, has some series of videos teaching beginner and advanced ASL which are more recent and covers more material. With Films on Demand, more students are able to access the Films on Demand titles simultaneously. Bard Library has a dedicated LibGuide to support the American Sign Language courses and connect students to online resources, which will be regularly updated and maintained. Students also have access to online databases, e-books, and inter-library loans. The Bard Library subscribes to a 24/7 cooperative virtual reference service, BCCC LibChat, which connects students to librarian assistance outside of library operational hours.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

³⁷ [BCCC E-Learning: Online Programs and Degrees](#)

1. **Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.**

The ASL and Deaf Studies program will take advantage of current laboratory spaces, equipment, office space and computer technologies. The inclusion of this program as an additional offering in the BCCC overall curriculum will not have any significant impact on the use of existing facilities and equipment. No additional equipment will be required.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

- a) **An institutional electronic mailing system, and**
- b) **A learning management system that provides the necessary technological support for distance education**

Using Microsoft 365, all BCCC faculty, staff, and students are provided with a college email account and access to Microsoft Office applications. As noted in section I.2.b, above, the College uses Canvas as its learning management system and provides faculty and students with any support they might need in its use for distance learning.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. **Complete [Table 1: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Tuition from program enrollment and BCCC's strategic financial allocations will ensure support for hiring full-time and adjunct faculty. Administrative and technical support is available to sustain the ASL and Deaf Studies program for the next five years and no additional funding for this support services is anticipated.

Based on a conservative estimate of resources, the American Sign Language and Deaf Studies Program at Baltimore City Community College is expected to have adequate resources from its inception to maintain a successful and expanding academic program.

TABLE 9: Resources

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|-----------------|-----------------|-----------------|------------------|------------------|
| 1. Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Tuition/Fee Revenue (c+g below) | \$79,204 | \$79,204 | \$79,204 | \$106,024 | \$112,648 |
| a. Number of F/T Students | 14 | 14 | 17 | 20 | 20 |
| b. Annual Tuition/Fee Rate | \$3314 | \$3314 | \$3314 | \$3314 | \$3314 |
| c. Total F/T Revenue (a x b) | \$46,396 | \$46,396 | \$56,338 | \$66,280 | \$66,280 |
| d. Number of P/T Students | 18 | 18 | 21 | 24 | 28 |
| e. Credit Hr. Rate | 138 | 138 | 138 | 138 | 138 |
| f. Annual Credit Hrs. | 12 | 12 | 12 | 12 | 12 |
| g. Total P/T Revenue (d x e x f) | \$29,808 | \$29,808 | \$34,776 | \$39,744 | \$46,368 |
| 3. Grants, Contracts, & Other External Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 – 4) | \$79,204 | \$79,204 | \$91,114 | \$106,024 | \$112,648 |

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Necessary funding will be used primarily for recruiting and retaining faculty members to teach and administer the ASL and Deaf Studies program and a part-time interpreter. As illustrated in section L, one full-time assistant professor, who will serve as the program coordinator, with a regionally competitive salary and benefits and one additional adjunct faculty members will be needed to service the program. Similar to other community colleges in Maryland, as enrollment increases and advanced courses are needed to be offered for the completion of this degree program over the next three to five years, BCCC will allocate funds from tuition for the purpose of hiring additional adjunct instructors.

The American Sign Language and Deaf Studies program will be offered through the School of Arts and Social Sciences (SASS) and will make use of the adequate administrative, financial, and technical support provided by the College to the School. The program will be administered by an ASL Program Coordinator, the Associate Dean, and the Dean of the School. Administrative support will be provided by the administrative associate of the Dean of SASS. If deemed necessary, the College will hire an American Sign Language interpreter to assist any ASL faculty with such a need. The College anticipates that this program will be an ongoing addition to the BCCC academic catalogue, with enrollment being driven via target marketing of students interested in transferring to four-year

bachelor programs, as well as to educators interested in transitioning to special needs instruction and businesses within Baltimore City.

The students who enroll in this program are provided with an educational plan clearly delineating course sequencing and the academic scheduling is built with this in mind. Currently, faculty advising ensures that all students enrolled in the program of study are able to complete their program.

At the start of the program one full-time faculty member is required to teach the core courses in this program and will be hired upon approval by the Commission. The full-time faculty will serve as the Program Coordinator. General education required courses will be taught in their various departments. An adjunct faculty member will be hired for the start of the third year in the program as the program grows both for the traditional pathway and for dual enrollment.

TABLE 10: Expenditures

| Expenditure Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| 1. Faculty (b + c below) | \$75,600.00 | \$75,600.00 | \$84,948.75 | \$84,948.75 | \$84,948.75 |
| a. # FTE | 1.0 | 1.0 | 1.5 | 1.5 | 1.5 |
| b. Total Salary | \$60,000.00 | \$60,000.00 | \$69,348.75 | \$69,348.75 | \$69,348.75 |
| c. Total Benefits | \$15,600.00 | \$15,600.00 | \$15,600.00 | \$15,600.00 | \$15,600.00 |
| 2. Admin. Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. # FTE | \$0 | \$0 | \$0 | \$0 | \$0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Support Staff (b + c below) | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. # FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | | | | | |
| 4. Technical Support and Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| 5. Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. New or Renovated Space | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Other Expenses | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 – 7) | \$75,600.00 | \$75,600.00 | \$84,948.75 | \$84,948.75 | \$84,948.75 |

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**
- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Course Evaluations: Each semester, assessment data for each course offered in that term is collected and analyzed, with a view towards the adequacy and effectiveness of student learning outcomes. BCCC instructors perform outcomes assessment for each class he or she teaches each semester. That data is collected and analyzed by the College's Director of Assessment, and that information is then available to the instructor, the Associate Dean, the Dean, and any other interested party at the institution for the purpose of analyzing student performance. The Assessment Office currently uses *Nuventive TracDat planning and outcomes assessment software* to manage academic outcomes.³⁸

Program Evaluations: Every program at BCCC goes through a program review every five years to assess educational effectiveness. This is a rigorous process overseen by BCCC's Program Review and Evaluation Committee (PREC). During this review, each program does a top-to-bottom analysis and evaluation of its performance with an eye towards continual self-improvement. PREC uses its review to categorize a given program as having met the College's standards for effectiveness, exceeded those standards, or failed to meet those standards. In each instance, the PREC committee makes recommendations for the continued improvement of the program. Any program that fails to meet the minimal standards of effectiveness must institute changes and show progress towards meeting those minimal standards by a particular date. The Program Coordinator and faculty are provided with a rating and a set of recommendations by their specified representative from PREC.

Faculty Observations and Evaluations: Faculty performance is observed and evaluated for their teaching effectiveness by the deans and associate deans on an annual basis. During faculty observations, courses are attended by the Associate Dean for the purpose of observing the instructor's productivity, timeliness, subject matter/course content mastery, civility, effectiveness, and use of technology. This also allows an opportunity for the instructor to receive critical feedback for the improvement of their teaching and instruction.

The faculty evaluation is a comprehensive assessment of the faculty member's overall annual performance. It consists of a quantitative review the course observation, student evaluations, a self-assessment, stated goals for the upcoming year, a report of

³⁸ [BCCC - Assessment Resources - Maintaining to Institutional Vitality](#)

professional development participation, supplemented by a qualitative summary narrative of the results. Faculty are provided the opportunity to concur or non-concur with the final assessment. A faculty member who scores a rating of, *Needs Improvement*, will be placed on a Performance Improvement Plan (PIP) during the upcoming evaluation period. Each annual evaluation is reviewed and signed by the faculty member, the Associate Dean, the Dean, and Vice President of Academic Affairs and is stored in the faculty members permanent record at the College.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

- 1. Discuss how the proposed program addresses minority student access and success, and the institution’s cultural diversity goals and initiatives.**

The College’s most recent Strategic Plan list its cultural diversity goals and priorities:

BCCC Strategic Plan 2018 – 2022

Goal 1: Student success: Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

Goal 2: Community engagement – Implement a comprehensive approach to engage current and future students, alumni, and the community.

The American Sign Language (ASL) and Deaf Studies degree at BCCC, as with our other degree programs, employs recruitment efforts and objectives that help to achieve the aforementioned strategic goals. Students will be recruited from the Baltimore City Public Schools as well as from Baltimore County and thus, the ASL and Deaf Studies program will be positioned access a diverse population of minority students. During each engagement, students will be informed of the career opportunities and social benefits of the ASL program, encouraged to apply, and guided through the enrollment process. Given that the students in the Baltimore City Public School System are over 92% minority and over 60% low-income³⁹, the College’s efforts to engage the BCPS and members of Baltimore County for the purposes recruiting and retaining targeted students will help to achieve Strategic Plan Goals 1 and 2.

Further, the College will leverage its various dual enrollment programs to recruit public school students into the ASL and Deaf Studies Program. Students will be offered hands-on enhancement experience, internships, and no-cost to low-cost supplemental training to increase career potential opportunities.

³⁹ [Baltimore City Schools District Overview](#)

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**
- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Baltimore City Community College is approved by MHEC and MSCHE to offer distance education programs. The College also participates in NC-SARA and provides assurance that the institution complies with the C-RAC guidelines.